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ABSTRACT

This nonselective, nonevaluative annotated bibliography compiles and synopsizes the mass of American doctoral dissertations written in the field of foreign language education between 1965 and 1974. Dissertations dealing primarily with allied fields such as bilingual education and English as a second language are excluded from this listing, but will be included in a later bibliography in the same series. (Author)

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American Doctoral Dissertations in Foreign Language Education, 1965-1974: An Annotated Bibliography

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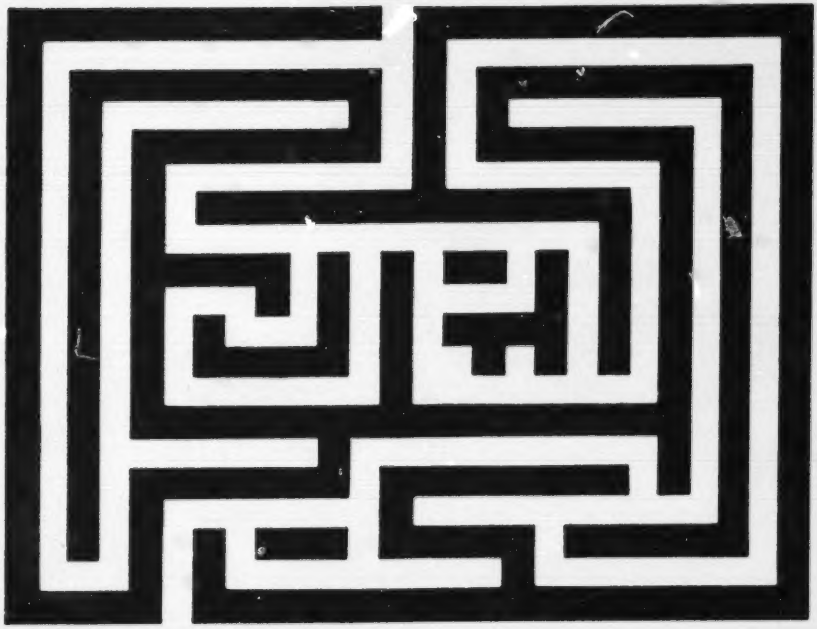

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AMERICAN DOCTORAL DISSERTATIONS IN FOREIGN LANGUAGE EDUCATION, 1965-1974: AN ANNOTATED BIBLIOGRAPHY

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INTRODUCTION

The present volume represents an attempt to compile and synopsize the mass of doctoral dissertations written in the field of foreign language education between 1965 and 1974. Dissertations dealing primarily with tangential fields such as bilingual education and ESL programs will be included in an independent bibliography to be published shortly by the ERIC Clearinghouse on Languages and Linguistics. Also appearing in the same series are A Bibliography of American Doctoral Dissertations in Linguistics: 1965-1967 (1975, ED 115 119) and A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974 (forthcoming).

The corpus of the bibliography is arranged in alphabetical order by writer's last name. A topical index is also provided. A glance at the listings included in the index will reveal a preponderance of titles grouped under Linguistics and Pedagogy, and Methodology; for more efficient reference, these major headings are subdivided into more specific topics.

1. ABRAMOVITZ, Hayim. Hebrew language arts instruction in early childhood. Yeshiva University, 1965.

This manual is intended to serve the gannenet, or bilingual Hebrew kindergarten teacher, as a guide in the instruction of Hebrew to American-Jewish children at age five. The approach is based on the contentions that second languages are best acquired at this stage and that the direct method is desirable due to its simplicity and efficiency. The manual also presents a selection of both original and adapted materials for the instruction of Hebrew language and culture. The author projects "limited bilingualism" as an attainable goal for children at the age of five.

2. AID, Frances M. Semantic structures in Spanish: A proposal for instructional materials. Georgetown University, 1972.

It is recommended that semantic universals be considered in the preparation of second language texts, both in the linguistic analyses that underlie the materials and in the actual presentation of the grammar to the learner. Furthermore, the author values a comparative-contrastive approach to the native and target languages. The study also evaluates and adapts models for the analysis of Spanish semantic structures.

3. ALTAMURA, Nicholas C. The relative effectiveness of two methods of teaching French to high school students. Arizona State University, 1967.

Comprehension is compared between language laboratory groups and nonlab groups of high school students in beginning French; variables include sex and mental ability. The author's findings indicate no significant differences overall, although among brighter learners of both sexes, instruction without laboratory yields significantly higher comprehension scores.

4. ANDERSON, Etta M. Correlates of success in foreign language learning for black inner-city high school students. University of Connecticut, 1972.

This study investigates the relationship of four classes of variables--cognitive, psychological, sociological, and physiological--to foreign language learning for black inner-city high school students. The results--measured in terms of listening, reading, and writing skills in Spanish--show the significant relationship between attitude and reading, motivation and writing, English achievement and listening and writing, and sound discrimination and all three skills. It further appears that extraversion correlates with low performance in reading and writing Spanish.

5. ANDERSON, Keith G. Some aspects of English language interference in learning German intonation. University of Colorado, 1971.

This study seeks to remedy the current lack of efficiency in the teaching of German intonation to Americans by supplying specific information about the intonational differences between the two languages. A system for conducting a contrastive analysis of the features of pitch, accent, and terminal intonation contour is proposed and tested. Suggestions for classroom application of the resulting contrastive information are also proposed.

6. ANDRÉ, Élise. The perception of foreign language speech at the pre-meaning level. Ohio State University, 1974.

This investigation broaches two fundamental questions: Exactly what is perceived by one who listens to a foreign language without understanding it? How can this input be measured? Studied are the effects of length of exposure to an unfamiliar language (Swedish) and of interspersal of other foreign languages during the exposure. The influence of linguistic and musical backgrounds among the subjects is also examined.

7. ANDREWS, Charles S. An investigation of the use of computer assisted instruction in French as an adjunct to classroom instruction. Florida State University, 1973.

The effects of supplementary lessons (programmed in the APL language) on attitude and achievement are tested among college-level elementary French students. Personal variables include grade-point average and foreign language proficiency. As a whole, the computer-assisted group outperforms the control group, and to a significant degree on speaking tests; the control group, however, scores significantly higher on tests of reading skill. CAI is found especially helpful to above-average students of low foreign language proficiency.

8. ARENDT, Jermaine D. Predicting success in foreign language study: A study made in selected Minneapolis schools from 1963 to 1964. University of Minnesota, 1967.

In question is the effectiveness of a variety of single and combined factors in predicting success in learning first year German and French. Among other conclusions, the study points to the effectiveness of (1) experimental batteries created by the use of multiple regression in predicting foreign language grades and scores on the MLA Coop and (2) musical ability in predicting success in the four basic skill areas.

9. BARON, Leora. Foreign language instruction using the open classroom approach: A model. University of Massachusetts, 1973.

This paper suggests that many of the deficiencies common to foreign language instruction result from an inflexible adherence to a single pedagogical method in the classroom and from a lack of sensitivity to individual learning differences. The author's open-classroom model allows for the utilization of a maximum number of methods and for instruction with the individual student in mind.

10. BARRUTIA, Richard. Linguistic theory of language learning as related to machine teaching. University of Texas, 1965.

This study is conceived as a coalescence of the principles of descriptive linguistics and those of programmed instruction. The author discusses in detail the mechanics of programming foreign language material as well as the desirability of using linguistic analysis in this method. The dissertation includes a section on testing and linguistic analysis of test questions, and attempts to establish a valid system for the selection of multiple-choice items. Positing listening comprehension as his principal objective, the author analyzes the facts, skills, attitudes, and concepts pertinent to the attainment of this goal.

11. BARTLEY, Diana R. The foreign language curriculum at the level of the general secondary polytechnical school specialized in foreign languages in the R.S.F.S.R. Stanford University, 1970.

The teaching of foreign languages in Soviet "special schools" (spetzshkoli) is examined from ideological, practical, and cultural perspectives. Also discussed are Soviet approaches to various foreign language methodological principles as well as ideas on evaluation procedures, use of the language laboratory, teacher preparation, and bilingual education.

12. BARTZ, Walter H. A study of the relationship of certain learner factors with the ability to communicate in a second language (German) for the development of measures of communicative competence. Ohio State University, 1974.

Linguistic competence alone is found to be an insufficient measure of the ability to communicate in a foreign language, as it accounts for less than half of the variance in scores on total communicative competence batteries constructed by the author. Other factors at play include foreign language aptitude, creative ability, and certain personality traits.

13. BAUER, Eric W. The establishment of a set of criteria for the development of a pedagogical grammar in German. University of Minnesota, 1969.

The criteria established by the author are meant to supply guidelines for iterative control of goal attainment in the affective, cognitive, and psychomotor domains A taxonomy of learning objectives is developed for each of these domains; the general approach of the taxonomy is theory-free and not method-bound.

14. BECICA, Boza. A comparison of selected characteristics of students with higher grades in their foreign language courses than in their non-language courses. University of Texas at Austin, 1968.

The author's evidence challenges the popular belief that students who are best in one course (foreign language) are generally better than average in their other courses. Tests of intelligence, creativity, and observation ability are administered to these students and the results compared with those of their peers whose foreign language grades are lower than or equal to their overall grade point average; mean correlations, intercorrelations, and multiple group F ratio probabilities are determined.

15. BERARDI, Louis A. The relationship between goals in modern foreign language education and selected "New Key" French textbooks. New York University, 1974.

The author develops a set of guidelines as the basis for a qualitative analysis of five New Key textbooks in relation to the linguistic and cultural goals voiced in policy statements of the MLA (1956) and of New York State (1960) and New York City (1966). The results are presented in tabular form, and recommendations for revision of the texts are offered. Three New Edition textbooks are analyzed as well.

16. BERGEN, James R. The development of a rationale and a taxonomy for teaching foreign languages in the affective domain. Ohio State University, 1974.

Focusing specifically on the first two years of high school language study, this dissertation develops two sets of affective objectives and teaching strategies for each of three areas: communication, culture, and self-understanding. The first is arranged in the order of a taxonomy of desirable behaviors constructed by the author; the second arrangement follows the first 20 units of a standard, two-year textbook series for high school French, applying affective objectives suitable to each unit.

17. BERWALD, John P. An assessment study of innovative high school foreign language programs. Ohio State University, 1971.

The purpose of this investigation is twofold: first, to learn how the innovative curricula of three separate high schools are able to provide satisfying language learning experiences for students of varying abilities, and second, to design a limited-scale foreign language program incorporating successful features observed at the schools. Data compiled from questionnaires and interviews point to the superiority of programs of individualization such as West Bend's (Wisconsin) and McCluer's (Missouri).

18. BISHOP, Russell H. Foreign language in the elementary school: A study of methods in selected areas of Oregon. University of Oregon, 1966.

This study examines five areas of the FLES program in Oregon: background and training of foreign language teachers in the elementary school; goals of the FLES program as viewed by elementary teachers and administrators; availability and sufficiency of equipment and teaching aids for foreign language instruction; items of equipment and aids most preferred by FLES teachers; and preferred methods and techniques of teaching and measuring student progress in foreign language study.

19. BLAND, Merton L. A test of oral comprehension of French for use in elementary schools. University of California at Los Angeles, 1966.

This test consists of five sections: three measure vocabulary, one measures form and order, and one measures phonemic discrimination. Items are developed by experts, tested on FLES students, and subjected to item analysis. The instrument is found to be reliable (.964), valid, and simple to administer.

20. BLICKENSTAFF, Channing B. A comparison of the monostructural and dialog approaches to the teaching of college Spanish. Purdue University, 1965.

In question is the hypothesis that the monostructural approach (structures introduced and drilled singly, each element following and building logically upon the preceding one) is more suitable than the dialog form for the needs of the mature student or adult. The results of this investigation point to significant differences favoring the dialog approach for reading and writing skills, with no significant differences noted as regards listening and speaking skills, interest, and motivation. A hypothesis is

offered that a more even distribution of vocabulary and readings along with the use of grammatical summaries and vocabulary lists might eliminate the deficiencies of the monostructural approach in writing and reading while demonstrating superiority, ultimately, in the audiolingual skills.

21. BONIN, Thérèse M. A rationale for including colloquial French as an integral part of French language studies. Ohio State University, 1972.

This study examines in depth the role played by colloquial speech style in informal communication as well as the American student's difficulties when confronted with such speech. Recommendations based on results of tests and questionnaires include the consideration of colloquial French as an integral part of French language study and the reassessment of university foreign language practices with a view toward greater responsiveness to students' expressed needs. The writer feels that informal French should be taught for the purpose of listening comprehension rather than for active production, and that it should be presented in the context of awareness of the various language styles and of their appropriateness according to situational variables.

22. BREWSTER, Elizabeth G. Personality factors relevant to intensive audio-lingual foreign language learning. University of Texas at Austin, 1971.

The interrelationships among language aptitude, personality, and language learning achievement are explored in 392 male adult students. Five personality variables are found to be especially relevant to foreign language learning. A specification equation, based on personality factors and language aptitude, is developed and found to increase significantly the accuracy of prediction of success in language learning.

23. BROWN, Theodore G. Semantic structure and the teaching of French. Ohio State University, 1970.

It is proposed that a grammatical analysis of French be developed incorporating the insights of post-1968 schools of generative grammar. This analysis, coupled with learning theories in cognitive psychology, is used to suggest a revised sequence for the presentation of syntactic topics at the elementary level and to suggest a general methodological approach. Sample lesson plans are provided to illustrate the suggested methodology, and specific topics in French grammar are examined.

24. BUFFINGTON, William D. A study of some variables in the application of the audio-tutorial approach to the teaching of Russian. Purdue University, 1971.

In the area of vocabulary acquisition and recall, the superiority of a self-pacing system is demonstrated. Other aspects of the audiotutorial approach cannot be incontrovertibly proven more effective than conventional methods. Further exploration of the relationship between self-pacing and student self-evaluation is recommended.

25. CARD, Robert D. Conditions related to paired-associate learning and their implications for foreign language learning. University of Utah, 1965.

Focusing on the learning of foreign vocabulary by the formation of associations between foreign lexical items and their English equivalents, the author attempts to determine: (1) the relative efficiency of simultaneous versus sequential presentation of the paired words, (2) the merits of audiovisual presentation as opposed to audial or visual presentation alone, and (3) the extent of transfer across sensory channels. The results of this study show that: (1) audiovisual and visual conditions are equally conducive to learning, and are both significantly more efficient than the audial condition; (2) simultaneous presentation is more effective than sequential presentation in the audiovisual and visual conditions, but poor in the audial presentation; (3) retention measured via the same sensory modality as that in which the learning took place is generally superior to retention measured in a different channel, but no cross-channel loss is noted in audial testing for learning by the simultaneous visual condition; and (4) learning is best achieved through simultaneous audiovisual presentation and visual testing.

26. CATOLINE, James E. A comparative and structural analysis of the Français fondamental vocabulary. Harvard University, 1973.

Basic French vocabulary is classified according to structural principles. Two major pedagogical objectives are envisioned: (1) the facilitation of recognition and assimilation of vocabulary through the use of a systematic, rather than piecemeal, approach; and (2) the facilitation of productivity, by making students aware of French derivational processes and English-French equivalencies. It is further intended that such a classification will be of use in introductory textbook preparation. Implications for certain aspects of research in psycholinguistics are also discussed.

27. CHASTAIN, Kenneth D. A comparison of the audio-lingual habit theory and the cognitive code-learning theory to the teaching of introductory college Spanish. Purdue University, 1968.

The author's data point to a significant difference in favor of the cognitive method in the area of reading ability, as well as discernable differences in listening comprehension and writing. On the other hand, students taught by the audiolingual method show significant superiority in terms of imitative ability. Little difference in favor of either method is seen in students' ability to produce spoken Spanish. It is concluded that (1) deductive presentation of material is superior to inductive; (2) analysis is superior to analogy; (3) drills stressing understanding are superior to pattern practice; and (4) using all sense modalities from the beginning of the course is superior to following the natural order of language skill development.

28. CHEEK, William R. Identification of social situations and appropriate spoken German responses for use in the development of instructional materials. University of Georgia, 1974.

Extralinguistic factors of a social nature are identified and used to elicit responses in casual, consultative, or deliberative style. Based on six principal social situations, materials are developed consisting of a prose description of each situation, five appropriate alternative responses, a dialogue set in the context of the situation, and an eight-step list of student activities which outlines the approach the student is to take.

29. CLINE, William P. A beginning German program for psychologically disadvantaged students. University of Colorado, 1973.

A two-semester introductory German course for students with foreign language-learning disabilities is presented and evaluated. The author examines the issue of student selection and discusses materials and methods for altering negative attitudinal patterns and overcoming learning handicaps.

30. COLLINS, Larry L. Language processes and second-language acquisition. Indiana University, 1972.

The author's task is twofold: (1) to identify the unique characteristics of each language process (listening, speaking, reading, writing), and (2) to identify the unique characteristics

involved in the acquisition of each of these four language skills. The findings of this study are based on extant literature and research relevant to the topic. The author includes analyses, summaries, and critiques of his readings.

31. CONDRA, James B. A study of the effects of frequency of language laboratory experience and opportunity for independent study on achievement in first-year Spanish. University of Alabama, 1965.

First year students in an Alabama high school are tested to determine the influence of two variables--the number and length of language laboratory sessions and the availability of independent study time during these sessions--upon progress in listening and speaking skills. No statistically significant differences in either listening or speaking achievement are found (1) between groups of students having two 50-minute laboratory sessions per week and those with 20-minute sessions daily, and (2) between groups afforded the opportunity for independent study during the period and those having no such opportunity. However, both 20-minute daily sessions with independent study and 50-minute sessions without independent study appear to promote achievement in speaking skill.

32. CONNOR, Marjorie W. Learning characteristics of able nonachievers in audiolingual foreign language classes. University of Cincinnati, 1968.

A test battery is designed to determine intellective and nonintellective differences between able achievers and able nonachievers in A-L classes. The author notes among other conclusions that failures of able students appear to be attributable to their learning disabilities rather than to the audiolingual method itself. It is recommended, however, that insofar as pupil goals and abilities differ, foreign language teaching should include both traditional and audiolingual techniques.

33. COOK, Howard R., Jr. Pre-speech auditory training: Its contribution to second language teaching and motivation for continuous broadcasting. Indiana University, 1965.

Auditory training is viewed as essential to efficient and adequate acquisition of foreign language skills. Early mimicry, on the other hand, is considered theoretically weak and pedagogically inefficient. The feasibility of using continuous radio broadcasts to provide language drill is also discussed.

34. COOKE, Madeleine A. A study of the development of positive attitudes toward native speakers of Spanish. Ohio State University, 1969.

A half-year experimental study is conducted with white, middle-class high school students enrolled in Spanish classes to determine the effect of selected activities on student attitude toward native speakers of Spanish. No significant differences result from the treatment. The author hypothesizes that attitude-raising is ultimately possible, however, given additional activities and time.

35. COOPER, Thomas C. The acquisition of written syntax by college students of German. Florida State University, 1972.

Quantitative analysis of a corpus of writing produced by four levels of American college students and by one group of professional German writers reveals the existence of marked developmental stages in the acquisition of German syntax and further suggests the validity of Hunt's method of measuring linguistic maturity as applied to the syntactic development of students and writers alike. The study also tabulates the amount and kinds of syntactic errors found in the writing of the college students.

36. CORDES, Henry M. Effects of selected sequences in pattern practice in Spanish. Stanford University, 1966.

This study compares the effects of various sequencing and format schemata on achievement in subjects of differing language aptitude. The author concludes that it does make a difference in which sequence and in which format one presents the same group of pattern sentences. It is further noted that pattern drills arranged in a variety of unconventional ways produce learning results equivalent to those of current "cognitive-code" presentations.

37. COUTS, Gilbert D. The effect of oral, orthographic, and combined presentation on the memorization and pronunciation of basic French dialogs. Georgetown University, 1972.

This investigation confirms the findings of Lado (1970) and Fink (1971) that written presentation of dialog material brings about no significant adverse effects on French pronunciation, while measurably enhancing memorization of the material. Drawing from experiments conducted on 31 volunteers with considerable foreign language experience, the author challenges the popular audiolingual principle of an exclusively oral "prereading" period in beginning foreign language study.

38. DALTON, Thomas E. A comparison of two methods of teaching Spanish t[illegible] non-Spanish-speaking fourth-grade students with the aid of non-specialist teachers. North Texas State University, 1971.

Over a five-month period, a comparison is made between the effectiveness of ITV (KERA educational television, Dallas) and that of EBF (a self-contained course produced by Encyclopaedia Britannica), using follow-up teachers with limited or no knowledge of Spanish. The EBF approach is found superior when used by teachers with no Spanish proficiency and when taught to students scoring in the upper one-third in mental maturity tests. The ITV method and the EBF prove to be of equal effectiveness when used by teachers with a limited proficiency in Spanish.

39. DE LORENZO, William E. The performance-oriented foreign language methods course: A partially programmed approach. Ohio State University, 1971.

The writer develops program material for the course and conducts a pilot study. The instruction includes videotaping of each participant. The programmed segment is scheduled as an outside activity, which frees some 14 hours of in-class time for other desired activities.

40. DEMPSEY, M. Espiritu. The measurement of auditory comprehension of French based on a contrastive analysis of standard French and American English. Georgetown University, 1969.

Drawing from such background as MLA tests, Pimsleur's proficiency tests, and work by Lado and Brooks, the author attempts to construct a valid and reliable test in French auditory comprehension. The test is designed to measure "pure" listening skills and is based on a contrastive analysis of the target and native languages which reveals the learning problems existing on the three levels of language analysis. The reliability coefficient is approximately .90, and the validity index averages .33.

41. DILLER, Karl C. An analysis of two theories of language as approaches to foreign language teaching. Harvard University, 1967.

This dissertation examines the impact on foreign language education of the empiricist theory of structural linguistics and of the rationalist theory of both generative grammar and traditional grammar. The former theory is viewed as a sound scientific

base for the direct methodologies of such practitioners as de Sauzé and M. D. Berlitz, although the author feels that some of Gouin's insights and certain empiricist techniques can be integrated profitably. The writer also discusses the limitations of programmed instruction, as well as the advantages of other forms of self-instruction.

42. DRAGONAS, Phyllis J. Differentiated staffing in the teaching of foreign languages: A conceptual framework. Ohio State University, 1971.

To remedy inefficient management and lack of coordination and articulation in foreign language programs, the author proposes a model for differentiated staffing of personnel. This conceptual framework is applied to a hypothetical language program to illustrate its operation.

43. DUBE, Normand C. Guidelines for the teaching of French to Franco-Americans. Ohio State University, 1971.

Starting from the hypothesis that present materials are not programmed to provide the Franco-American student with meaningful learning experiences in standard French, the author discusses guidelines for material and methodological organization. He takes into account phonetic and morphophonemic differences, the level of the Franco-American's language tolerance, and factors pertinent to cultural growth.

44. DU FRANE, Daniel L. The language laboratory and first-year Spanish. University of California at Berkeley, 1969.

The extent of the language laboratory's contribution to the learning of elementary high school Spanish is measured at the end of a 36-week period and found to be significant at the .05 level of confidence in two groups and at .10 in a third. The evaluative instrument employed is the MLA-Cooperative Foreign Language Test in Listening Comprehension.

45. DULAY, Heidi C. Aspects of child second language acquisition. Harvard University, 1974.

In an attempt to discover underlying cognitive strategies used by children in learning to produce second language syntax, the author poses two questions: (1) Is this learning a process of habit formation or is it creative construction of a syntactic system? (2) Is there a natural sequence in children's acquisition of second language grammar? The author's evidence points

to creative construction as the primary acquisitional process and suggests an affirmative answer to the question of natural sequencing. Also discussed is the distinction between learning "complexity" and learning "strategy," a distinction central to the author's explanatory theory of second language acquisition.

46. DURETTE, Roland E. Pupil achievement in a normal FLES program compared with pupil achievement in an intensive program. Florida State University, 1968.

Two hypotheses are tested: (1) there is no significant difference in proficiency between pupils completing a conventional nine-month program and those completing a seven-week intensive summer program, and (2) there is no significant difference in proficiency between the intensive summer group in August and the same group after a seven-day review in June of the following year. The first hypothesis is confirmed for students of high IQ; the second is accepted at the .05 level for listening comprehension but rejected on speaking tests.

47. EBLING, Benjamin II. Diffusion of innovation in foreign language instruction: A study of the use of audio-lingual teaching techniques by former NDEA language institute participants. Ohio State University, 1965.

This investigation analyzes diffusion of audiolingual methodology among a nonrandom sampling (n = 29) of Ohio State University NDEA language institute trainees in French. Comparison of pre- and post-institute patterns of teaching behavior suggests that the institute is fulfilling effectively its role of change agent in the diffusion process. The author also isolates such variables as teacher experience, teaching load, textbook, and class size and length in an effort to determine how they relate to innovation on the part of the language teacher and their bearing upon the eventual adoption or rejection of the audio-lingual method.

48. EDDY, Peter A. Linguistics in the preparation of modern foreign language teachers. Ohio State University, 1970.

A critical perspective is taken in this investigation of linguistic science and its implications for teacher training. Emphasis is on the practical applications of phonological and semantic studies and of transformational and descriptive systems. The author also examines an "NDEA institute model" linguistics course and the typical activities of a course in applied grammar for teachers of French.

49. EICHLER, Joseph. The effects of cognate usage on foreign language speaking proficiency. University of Wyoming, 1972.

Four areas of the speaking skill--mimicry, oral reading, direct response, and free description--are isolated as dependent variables to determine the relative effects of cognate usage on controlled and noncontrolled aspects of speech. Cognate groups are found to demonstrate no statistically significant gains over conventional groups when measured in each dependent variable. The results also show that noncontrolled and highly controlled aspects of speech react divergently to the same method of instruction, thereby amplifying the noncontrolled/controlled dichotomy present in the strucure of the total speaking skill. Further interpretation of the results indicates that personal factors are likely to be more important than treatment differences in foreign language achievement.

50. ENTEZAR, Mohammad E. Microwave as a method of teaching Dari to speakers of American English. University of Texas at Austin, 1969.

The principles of the microwave method are explained and its advantages and limitations pointed out. The author describes recent microwave materials for the instruction of Dari and discusses the rationales behind their selection, gradation, presentation, and practice. He also examines the differences between his own version of the microwave method and that of Earl Stevick, its originator.

51. FIELSTRA, Heler D. Relationship between selected factors and pupil success in elementary school foreign language classes. Stanford University, 1967.

In this study, single and combined student variables are examined for their relationship to successful learning of foreign languages. Twenty-one predictor variables are found to correlate significantly with pupil success in FLES, and together or in smaller sets constitute a valid base for prognostication. The single most useful factor in prediction is determined to be language I.Q.

52. FISCHER, Milla. Verification of a suggested hierarchy of problems encountered by English speakers learning Spanish phonology: Dialectical case studies. Georgetown University, 1966.

The principal aim of this study is to expand upon the suggested hierarchy of difficulty contained in Stockwell and Bowen's A Contrastive Analysis of the Structures of English and Spanish.

The investigation centers around a class of 27 students of varied linguistic backgrounds (eight distinct dialects are represented). The results of a series of tests are used as a basis for the establishment of a revised pedagogical sequence applicable to the experimental group, if not to others: (1) suprasegmentals, (2) diphthongs, (3) vowels under weak stress, (4) vowels under strong stress, (5) vibrants, (6) voiced stops-spirants, (7) laterals, (8) nasals and palatals, (9) fricatives, and (10) voiceless stops. Also investigated are issues pertaining to the ultimate sources of phonetic errors.

53. FORD, James F. The prospective foreign language teacher and the linguistically and culturally different learner: An attitudinal study. Ohio State University, 1974.

Attitudes of prospective foreign language teachers toward aspects of nonstandard black English are ascertained and compared with attitudes of prospective teachers in other fields. A preponderance of positive attitudes among the foreign language group is found. In a secondary analysis of this group, certain variables--urban background, experience abroad, and university attended--are found to be unrelated to the subjects' attitudes toward nonstandard English.

54. FÖRSTER, Ernst O. Foreign language reading comprehension and vocabulary learning: Effects of syntactic complexity and new word order. University of Texas at Austin, 1972.

Abstract unavailable.

55. FROST, Bernard E. Theory and practice in modern foreign-language instruction. United States International University, 1968.

The results of a questionnaire distributed to foreign language experts nationwide, coupled with a review of pertinent literature, indicate a variety of beliefs and practices prevalent in the foreign language field today. It is found that many current opinions have been neither confirmed nor denied by scientific examination and that the labelling of various methodological trends has tended to be deceptive. The study recommends that investigation be directed toward the following areas: (1) proper time for introduction of the reading skill, (2) nature of bilingualism, (3) attitudinal changes toward other nation groups which may result from student exchanges, and (4) "intensive" versus "regular" instruction in foreign languages.

56. FRYER, T. Bruce. Toward a systems approach in the preparation of elementary school foreign language teachers: A description of overt teacher behaviors in the area of professional preparation as perceived by foreign language teachers. University of Texas at Austin, 1970.

This study describes the design and implementation of a model system for the preparation of FLES specialists. It also discusses desired behavioral objectives of these teachers in terms of instruction of basic skills and utilization of classroom materials.

57. GAFFNEY, Liliane C. From phoneme to grapheme: Materials for the introduction and practice of reading and writing in French. Columbia University, 1973.

Working from the assumption that language acquisition is a function of both code learning and habit formation, the author develops and tests a set of materials for the instruction of French orthography. These materials are based on a system of phonemic symbolization, adapted from Allen's Number Key for American English, which facilitates transfer from phoneme to grapheme and vice versa. Field tests of this system reveal marked improvement in both spelling and reading achievement.

58. GAGE, Alfred L. A study of the role-analysis and interrelationship of guidance counselors and foreign language teachers in selected schools. Ohio State University, 1973.

Through interviews and questionnaires the author seeks to discover the attitudes of foreign language teachers and guidance counselors toward one another, as well as their programs and objectives. The ultimate purpose of the study is to bring to light mutual concerns of the two staff areas so that better working relationships and understandings might result.

59. GALLAGHER, Rosina. Counseling-learning theory applied to foreign language learning. Loyola University of Chicago, 1974.

In this study the counseling-learning approach is evaluated alongside traditional methods. Besides demonstrating superiority in several skill achievement areas, the experimental approach proves successful in facilitating a certain degree of concurrent learning in a second foreign language. In the affective domain, it appears that the counseling-learning method may be helpful in reducing barriers to learning and in fostering self-awareness and interpersonal sensitivity.

60. GARCIA, Ernest F. Interference by textual stimuli in selected elements of Spanish pronunciation. University of California at Los Angeles, 1966.

This study finds interference effects of textual stimuli on Spanish pronunciation to be significant at an .05 level. Spelling, not unexpectedly, is improved by the introduction of the written word. The author pursues the question of whether pronunciation proficiency should be sacrificed for spelling proficiency at the early stages of second language acquisition.

61. GARIBALDI, Virginia B. The development of a broader rationale for foreign languages in the elementary schools and guidelines for its implementation. Ohio State University, 1968.

FLES is viewed as contributing to the pupil's understanding of foreign cultures and to his knowledge of what language is and how it functions. It also enriches the total elementary program by strengthening the teaching in other curricular areas and by giving the child a new avenue of self-expression. These rationales once established, the author delineates seven guidelines for developing FLES programs.

62. GARNETT, Norma A. Small-group instruction for developing speaking proficiency in Spanish. Boston University, 1974.

Slight differences in speaking proficiency are found in favor of the small-group format. The investigator's findings lend support to the hypothesis that small-group activity is a sharing of resources which causes intragroup differences to decrease. The greatest benefit of this format is to be found in the area of attitude, where statistically significant improvements are demonstrated.

63. GARTEN, Ted R. A descriptive study of the high school and university foreign language studies completed by the 1967-1968 University of Kansas graduates with majors in French, German, and/or Spanish. University of Kansas, 1969.

High school language study in terms of amount and performance is analyzed alongside similar factors in the university studies of French, German, and Spanish majors.

64. GARY, Judith O. The effects on children of delayed oral practice in initial stages of second language learning. University of California at Los Angeles, 1974.

The effect of the absence of oral practice is tested over a 14-week period, followed by a 7-week phase where oral practice is not introduced until the second half of each daily lesson. This treatment is contrasted with traditional audiolingual techniques of oral mimicry and drill and found superior with respect to comprehension and rate of learning. The author sees this as evidence for the productive utilization of first language strategies in second language learning. No differences in student attitude in favor of either treatment are noted.

65. GASTON, Warren E. An analysis of student performance following two contrasting instructional methodologies in a modern foreign language program: A one-course intensive strategy versus the traditional two-year sequence for university (lower division) French. University of Tennessee, 1974.

An intensive summer program in French is compared with the traditional sequence and found to be superior in terms of achievement in the four skills. The course also proves instrumental in reducing attrition rates and in increasing enrollment rates in subsequent upper level courses.

66. GERSHMAN, Susan J. Foreign language vocabulary learning under seven conditions. Columbia University, 1970.

Students in seven treatment groups are tested to determine the effects of (1) a context-sentence versus paired-associate format, (2) the additional requirement of copying the target words, and (3) the requirement that the subject "search" for the target words before writing them. No significant differences in learning or retention are found, despite the variety of format. As a possible explanation, an equivalent-task hypothesis is proposed, stating that the covert processing among the subjects is similar, no matter what the format. If this hypothesis is correct, it may be implied that it makes little difference which method of teaching foreign language vocabulary is employed, and that the foreign word/native language equivalent format is perhaps not unproductive and outdated.

67. GILLIAM, B. June. Teaching French poetry in the American secondary school. Ohio State University, 1969.

This study sets forth a functional definition of the nature of poetry and a statement of the relevancy of poetry to the several

levels of French in secondary schools. From this the author proceeds to establish a framework for the integration of the study of poetry at all levels. It is concluded that poetry can be beneficial from both the linguistic and the cultural points of view, while adding variety and new opportunities for self-expression to the foreign language classroom experience.

68. GONZALES, Dolores. A study of the auditory discrimination of Spanish phonemes. Pennsylvania State University, 1967.

The author constructs, revises, and validates an instrument based on the auditory discrimination of Spanish phonemes. Drawing from t-test values and analysis of variance ratios, the author concludes that (1) the discrimination of speech sounds is a process that can be taught and tested separately at the junior high and elementary levels; (2) chronological age exerts significant influence in the auditory discrimination of Spanish phonemes; and (3) the audiolingual method is significantly effective in teaching this skill.

69. GREASLEY, Virginia M. An experiment to investigate two methods of teaching French pronunciation to native American speakers of English. Columbia University, 1971.

Abstract unavailable.

70. GRITTNER, Frank M. A study of the theory and practice of individualized foreign language instruction. University of Wisconsin, 1972.

The two-year individualized study program under investigation proves successful in reducing attrition, providing for a performance-based means of evaluation, and making foreign language study available to all students, regardless of ability. Other aspects of this program are also assessed, notably student attitudes toward this method of instruction. Theoretical rationales and historical precedents are discussed as well.

71. GUADANO, Michael. An analysis of modern foreign language programs in grades seven and eight in Connecticut. University of Connecticut, 1965.

Organization, methods, and materials, as well as the teachers implementing them, are analyzed in the light of current theory and in the light of successful practices found in states other than Connecticut. The author's findings relate to teacher attitude and competence, curriculum planning, scheduling of classes,

and language laboratory use. Additional topics include admission criteria, grouping, separate tracks, and grammatical analysis in the audiolingual method.

72. GUNTHER, Wilhelm J. A study of informed opinion related to the television teacher of foreign languages in elementary schools. Rutgers University, 1966.

This study seeks on the national level informed opinions concerning the functions and attributes of television teachers of foreign languages in elementary schools. The author's conclusions relate to teacher training, classroom follow-up, desirable level for initiating FLES/TV, and preferred first foreign language. Included are recommended guidelines for the training and selection of FLES television instructors.

73. HALPIN, Joseph F. Report on a test for estimating the German recognition vocabulary of 1,000 American students at the end of one year of high school German and at the end of two years of high school German. Georgetown University, 1968.

A 100-item, multiple-choice test is developed and the questions that appear on the test analyzed. Student responses are also discussed. It is the author's contention that this type of testing yields positive results for the various learning levels tested.

74. HAMMERLY, Hector M. Linguistics and the teaching of foreign language pronunciation. University of Texas at Austin, 1970.

Discussed are such concepts as linguistic interference and contrastive studies, phonological versus graphemic bases of instruction, use of transcriptions and other visual aids, and psycholinguistic factors, e.g., perception, habit formation, anxiety, and anomie. The author establishes a hierarchy of difficulty and an order of presentation in foreign language pronunciation and makes recommendations as to procedures for the correction of pronunciation errors.

75. HANCOCK, Charles R. Simulation: A technique for sensitizing the prospective foreign language teacher to problems of individualized instruction. Ohio State University, 1970.

The interrelated areas of attitude, motivation, and discipline form the basis for a set of simulated incidents staged in local high schools. Observing are students in a French methods course,

who later interact with more experienced teachers. Such an exercise proves feasible in terms of staffing, time, and cost, and is considered useful both as a methods course exercise and as an inservice training technique. The author finds that teacher training benefits greatly from the precise identification of classroom problems and from their subsequent acting-out.

76. HARPER, Martha A. The development and evaluation of a multimedia self-instruction package in beginning French at Tarrant County Junior College. East Texas State University, 1971.

Competence at the elementary level in the four language skills and in composite language skill is compared between traditional and Learning-Activity Packet classes. The correlation of mental ability to the effectiveness of each method is also tested. The findings of the study point to significantly greater overall achievement among the LAP students, with students at the upper and lower extremes benefiting most. In the area of listening comprehension, the two methods yield similar results.

77. HATFIELD, William N. The effect of supplemental training on the achievement in ninth grade French of students weak in sound discrimination and sound-symbol association skills. Ohio State University, 1965.

Students in this experiment meet twice weekly for 12 weeks in supplemental half-hour sessions to receive training in listening and speaking, with emphasis on the difference between English and French sounds. The level of achievement among these students is significantly raised above that of the control students.

78. HOLLEY, Freda B. The effects of immediate testing and new-word density in German reading materials upon vocabulary learning and other selected variables. University of Texas at Austin, 1971.

In the light of current psycholinguistic models, vocabulary learning can no longer be viewed as simple stimulus-response learning. From this premise the author proceeds to a study of the effect of immediate testing and maximized new-word density on vocabulary learning, comprehension, reading time, and student perception of material for its difficulty and enjoyability. Though the last three variables do not appear significantly related to new vocabulary density, the investigator finds that if the difficulty of the material is controlled, new words can be profitably introduced at a rate exceeding the standard one-new-to-thirty-known word ratio. Furthermore, immediate testing after vocabulary presentation is found to enhance recall after one week.

79. HOSFORD, Helga. Der Einfluss der Sprachwissenschaft auf die Darstellung der deutschen Grammatik in amerikanischen Lehrbüchern des Deutschen. University of California at Berkeley, 1972.

Abstract unavailable.

80. JACKSON, Thomas W. Developing the writing skill in Spanish for native speakers of English. Ohio State University, 1968.

This study places in doubt many long-held notions concerning the teaching of writing in foreign languages. The author isolates and discusses variables that are found to promote achievement in this skill: supportive teachers, systematic and purposeful instruction, functional activities, and appropriate stimuli and writing topics. Examined are current trends in the teaching of writing such as prewriting activities, the use of literature as a model for student writing, emphasis on semantics and usage, and discovery versus recovery in composition.

81. JACOBSEN, Morris B. Student factors in the acquisition of modern spoken Japanese by North American and European missionaries. Indiana University, 1970.

An investigation of background, situational, procedural, psycholinguistic, and psychological variables reveals a variety of extralinguistic factors influencing the acquisition of Japanese in a sample of North American and European missionaries currently residing in Japan. Thirteen predictors of oral proficiency are found and weighted. Hypotheses tested in this study concern factors bearing upon proficiency and rate of achievement.

82. JEDAN, Dieter. Johann Heinrich Pestalozzi and the Pestalozzian method of language teaching. University of Kansas, 1973.

The author proposes a twofold objective: to define and clarify Pestalozzi's method of language teaching, and to illustrate psychological principles of this method while appraising its effectiveness as applied to the teaching of German, Latin, French, and English. Discussed is Pestalozzi's three-stage paradigm for native and target language acquisition: (1) the teaching of sounds through muscular training, (2) the teaching of word equivalents for single objects, and (3) the teaching of normal speech.

83. JOINER, Elizabeth B. Communicative versus non-communicative language practice in the teaching of beginning college French: A comparison of two treatments. Ohio State University, 1974.

Practice for the communicative group is based on a question-and-answer format and involves the transmission and reception of messages. In the noncommunicative group, practice includes drill, directed dialogue, cued response, and question-and-answer exercises with no real exchange of information. Although few significant differences in skills and attitudes are noted, the communicative group appears to be more creative and demonstrates significantly higher scores on tests of communicative proficiency.

84. JOLLY, Yukiko S. A taxonomic study of Japanese particles with pedagogical implications. University of Texas at Austin, 1971.

The major objective of this paper is to propose a seven-subdivision taxonomy (terminal, case-relation, conjunctive, implicative, adverbial, enumerative, and interjective particles) as an optimum arrangement of Japanese particles for the classroom teacher of Japanese as a foreign language. Such an objective is approached through the structural analysis of the morphosyntactic and phonological characteristics of the particles. Sample drills are provided to illustrate the practical implementation of this system.

85. KALMAR, Albert G. The transfer effect of the knowledge of English syntax on the acquisition of the syntax of German. University of Washington, 1973.

The author investigates similar and opposite structures in the two languages for positive and negative transfer effect at the beginning high school level. The student variables examined for interaction are verbal ability and proficiency in English syntax. Negative transfer is found to occur for German structures which are opposite from their English equivalents; however, students of high verbal ability and English proficiency appear to learn dissimilar German structures almost as well as similar ones.

86. KAMINSKI, Stefan. Acquisition of grammar rules in the Polish language by American speakers (from theory to instruction). University of California at Berkeley, 1969.

In question is the effectiveness of the inductive and deductive methods of presentation in promoting acquisition and application of grammar rules in the Polish language. Both methods are found

to facilitate acquisition, but in general induction is more effective in the learning of grammatical features that do not require intellectual analysis, whereas categories requiring conceptualization are learned more efficiently through deduction. It is also concluded that inductive acquisition produces more transfer to other language skills such as comprehension and speaking, while deductive learning generates more transfer to reading and writing skills.

87. KANNWISCHER, Nell D. Prediction of foreign language learning: Development and present status. Florida State University, 1968.

Following a discussion of the evolution of prognostication in foreign language learning, the author examines the personal and external variables currently regarded as central to prediction of foreign language achievement. It is noted that predicted achievement can be surpassed in a sequential, long-term, goal-oriented program by the manipulation of external variables and by the modification of personal variables that are subject to change, namely, attitudes, motivation, and interest. It is suggested that foreign language programs must be able to accommodate identified learning handicaps or special abilities in students.

88. KELLY, Leo L. A comparison of the monostructural and polystructural approaches to the teaching of college French. Purdue University, 1965.

The polystructural approach, characterized by induction and with dialogue and drill before reading, is tested against the monostructural method, which builds from a core of a single grammatical structure and presents new material deductively in a step-by-step progression. In this experiment involving 78 first year college students, the polystructual approach yields significantly higher scores on the listening test, while the monostructural group scores significantly higher on the speaking test; no statistically significant differences are recorded on the other tests.

89. KIM, Shin Ja. The development and preliminary validation of an individualized programmed approach to the teaching of basic spoken Korean. Columbia University, 1973.

In this study three principal areas are investigated: (1) the feasibility of creating and using self-directed individualized study in a second language, (2) the systematic preparation of

materials for the teaching of basic spoken Korean, and (3) the effect of analysis of language behaviors on performance levels in these behaviors.

90. KUNKLE, John F. An assessment of the attempt to build second language methodologies on two current theories of first language acquisition. University of Wisconsin, 1972.

Two recent theories are described: The nativist (McNeill) and the nativist-empiricist (Herriot, Braine, Lambert, Hebb, Tucker). Principles for second language methodology are extracted from each, then criticized from practical and theoretical points of view, using the Minnesota Guide to Foreign Language Programs and the "Rivers Criteria." It is found that the composite position provides a somewhat more viable foundation than the pure nativist position.

91. LAFAYETTE, Robert C. An investigation of causes leading to early attrition in foreign language study. Ohio State University, 1971.

Two hypotheses are posited: (1) attrition after Level I in high school foreign language courses is not attributable uniquely to internal factors (teacher and/or classroom) or to external factors (aptitude, attitude, scheduling difficulties, etc.), but rather to a combination of the two; and (2) the principal causes of attrition are based on individual local conditions not appropriate for generalization. Data to test these hypotheses are gathered through personal interviews, aptitude batteries, and attitude questionnaires. The second hypothesis is accepted without reservation, while the first is held in doubt due to a predominance of external causes as seen by the dropouts themselves. The author's suggestions include a re-examination of course goals and grading policies, and the establishment of terminal semester courses.

92. LANDRY, Richard G. The relationship of second language learning to divergent thinking abilities of students in urban schools. Boston College, 1970.

FLES and non-FLES students at the first, fourth, and sixth grade levels are compared to determine the effect of second language study on divergent thinking abilities. The evaluative instrument chosen is the Torrance Tests of Divergent Thinking. No difference is found at the first and fourth grade levels, but among sixth-graders the FLES group scores higher in terms of verbal fluency, figural flexibility, verbal flexibility, figural fluency, verbal originality, and figural originality. On the last four of these measures the difference is found significant beyond the .05 level.

93. LANGE, Jarrett F. The effect of continuous and discontinuous enrollment on varied achievement tests in elementary and intermediate German. University of Georgia, 1973.

The effect of discontinuous enrollment is found to be only marginal, although this finding is judged inconclusive due to the small number of subjects involved. Also discussed are student factors at play in the choice of discontinuous or continuous enrollment patterns.

94. LEE, Jeanne C. An assessment of reading in a foreign language with special reference to German. University of Washington, 1972.

Rapid reading for meaning in a foreign language is seen as a process independent of oral proficiency in the foreign language. Native versus foreign language reading processes are examined from a theoretical perspective. A model for learning to read a foreign language, as well as implications for teaching, are discussed with specific reference to German.

95. LEMUS-SERRANO, Francisco. Mother tongue acquisition and its implications for the learning of a second language. Claremont Graduate School, 1972.

The central hypothesis of this investigation is that second language ability is in a sense a second identity. It is recommended that instructors be sensitive to the psychological experiences of the learner as he attempts to transfer his knowledge of the mother tongue into the second language.

96. LEWIS, Karen R. A study in foreign language acquisition: Syntax as an advance organizer. University of Texas at Austin, 1972.

It is hypothesized that if the audiolingual method were modified to incorporate Ausubel's concept of an advance organizer in the presentation of a syntactical feature, the learner would be better equipped to approach the learning task systematically and effectively. Tested in a learning task involving the position of qualifying adverbs in embedded and nonembedded Norwegian and Swedish sentences, this hypothesis is accepted, suggesting that advance presentation of rules may facilitate the establishment of some type of expectation of nonobservable regularities. More positive attitudes and fewer demands for feedback also result from the treatment.

97. LIM, Kiat B. Prompting vs. confirmation, pictures vs. translations, and other variables in children's learning of grammar in a second language. Harvard University, 1968.

Modeled on McKinnon's (1965) experiment, this investigation involves the learning of Malay sentence patterns by 144 third-graders. It is found that the use of picture cards, structured materials, and the prompting method each increase the rate of practice but do not improve performance on criterion tests. In fact, sentence production is significantly enhanced by the confirmation method of practice, and, similarly, general performance is enhanced and interlingual errors are avoided through the use of translation rather than pictures.

98. LOBO, Felix. A 10,000 Spanish word vocabulary expanded from 3,000 English cognates. Georgetown University, 1966.

The author holds that in modern methodology of foreign language education the differences between the learner's native language and the target language have been overemphasized. He believes that presenting the structural similarities, analogies, and relationships before the differences would be more constructive in terms of both pedagogical method and student motivation. The dissertation provides for native speakers of English a 10,000 Spanish word vocabulary based on 3,000 English cognates.

99. MACÍAS, Leopoldo J. The use of simulation in foreign language teacher education in activity-specific teaching situations. Ohio State University, 1972.

Activity-specific teaching problem situations are identified and discussed. Based on these findings, a simulation exercise for a preservice foreign language methods course is implemented and evaluated. The exercise proves both useful and feasible.

100. MADARASZ, Paul H. Contrastive linguistic analysis and error analysis in learning English and Hungarian. University of California at Berkeley, 1968.

Using error analysis as a control agent, the author tests the effectiveness of contrastive linguistic analysis (CLA) in predicting learning difficulties in foreign language acquisition. CLA is found to be valuable at the interlingual level, that is, when applied to learning problems derived from the structural differences between the native and target languages. It proves unfeasible, however, in directing attention to problems created by interference and to those deriving from the inherent structural complexities of the target language.

101. MARASHI, Mehdi. The Persian verb: A partial description for pedagogical purposes. University of Texas at Austin, 1970.

The verb in standard (formal) Persian of Iran is subjected to a linguistic analysis; treated are structure, syntactic features, modals, and auxiliaries. Pedagogical problems in teaching the Persian verb to English speakers are then analyzed, and drills and exercises for solving these problems are suggested.

102. McCARTHY, Jo Ann S. Cultural themes in French humor: Role, application and implementation in the foreign language curriculum. Florida State University, 1974.

With the objective of profitably introducing humor into the French language classroom, the author outlines the cultural information needed to appreciate French humor. Five teaching models based on differing categories of humorous materials--jokes and anecdotes, cartoons and commercial advertising, short stories, poetry, and plays and films--are also presented.

103. McDOUGALL, Barbara K. A study of modern foreign language teacher education practices and resources in Texas colleges. University of Texas at Austin, 1971.

General education, academic specialization, professional education, and resources are the principal areas investigated. Trends over a three-year period are delineated, and an overall evaluation with a statistical profile is presented for each area. Results of this study are compared with a similar study conducted on a nationwide basis.

104. MÉAR, Anne M. Experimental investigation of receptive language. University of Rochester, 1969.

Four English-speaking Montreal first-graders participate in an operant-conditioning teaching experiment designed to bring specific motor responses under the appropriate stimulus control of specific sets of French vocal stimuli. In all four cases, a specific receptive language repertoire is established. French vocal stimuli include: Montre-moi ton nez; Marche; Assieds-toi; Lève-toi. Also discussed are possible reasons for the relative limitedness of the expressive repertoires acquired by the subjects as compared to the extent of the receptive repertoires acquired.

105. MEEKS, Carol L. The relevance of an historical approach to the teaching of themes of négritude in black literature of French expression for the secondary school. Florida State University, 1974.

This study insists upon the pedagogical value of black literature of French expression in promoting achievement in the four skills. It is also concluded that study of Afro-French literature enables students to widen their fields of interest and to look upon foreign countries with attitudes of understanding and acceptance. With these notions in mind, the writer develops a model for the teaching of black French literature, emphasizing the theme of négritude.

106. MERCER, David F. A comparison of standard classroom and correspondence study instruction in first year high school Spanish. University of Wisconsin, 1971.

The standard audiolingual classroom approach is compared with supervised audiolingual group correspondence study to test for differences in the areas of listening comprehension, speaking proficiency, reading comprehension, writing proficiency, and total language proficiency. The experiment is set at the elementary level and lasts a full year. Differences are generally nonsignificant, except in the area of writing proficiency, where the correspondence group is favored; overall, there is no significant advantage to either method in the groups studied.

107. MICHAEL, Vernon D. A study of the relationship between knowledge of one's own language and proficiency in a second language, holding constant individual differences in general ability. University of Kansas, 1968.

The null hypothesis is tested in an experiment involving secondary students in the United States studying Spanish, and Guatemalan students studying English. In all but one test, the null hypothesis is accepted, precluding broad generalizations in support of or against the hypothesis as stated.

108. MILLER, Helen N. The concept of "culture" in the curriculum of second language teaching. Ohio State University, 1972.

It is the purpose of this study to show that (1) many of the problems concerning the teaching of "culture" in the curriculum of second languages are conceptual problems, i.e., they are a function of one's misapprehension of such concepts as "meaning" and "definitions," and that (2) foreign language teachers at the preservice and inservice levels need to have a background in philosophical analysis so that problems arising from a misuse or misunderstanding of language in the discussion of "culture" can be clarified before commitments are made to particular educational programs.

109. MISHIMA, Toshiko. An experiment comparing five modalities of conveying meaning for the teaching of foreign language vocabulary. Georgetown University, 1967.

The relative effectiveness of the following ways of conveying meaning in intermediate Japanese is discussed: Nt (simple translation equivalent in the subjects' native language); Na (definition in the native language); Tc (context in the target language); and Ts (synonyms in the target language). N modalities prove far more effective than T modalities, suggesting the potential effectiveness of the native language in facilitating foreign language vocabulary acquisition.

110. MOLINA, Hubert. A model of a pedagogical grammar: Speakers of English learning Spanish. University of California at Los Angeles, 1970.

Recognizing the existence of syntactic variations as a function of conceptual choices, the author proposes a model for the pedagogical description of grammar containing the following information: (1) explicit conceptual information used by a speaker of either English or Spanish, and (2) an explicit description of the syntactic consequences of conceptual choices made by a speaker of either English or Spanish. Other varieties of grammars--usage, signals, slot-substitution, finite state, phrase structure, and generative-transformational--plus certain relevant nonlinguistic factors are examined in terms of what they can contribute to the design of a pedagogical grammar.

111. MONANE, Tazuko A. Sequencing in language teaching: Linguistic and psychological factors involved. Georgetown University, 1971.

The present study seeks to provide specific linguistic and psychological bases upon which judgments covering "usefulness," "importance," and "simplicity" can be made and upon which recommendations for sequencing of syntactic structures can be built. The author tentatively proposes the following factors--each strongly supported by psychological considerations--as tentative linguistic criteria for sequencing: length, frequency of use, centralness of syntactic placement, and complexity.

112. MONROE, James H. Measuring the syntactic development of American students of French. Florida State University, 1973.

Syntactic maturity is tested by an instrument composed of 34 kernel sentences which are to be rewritten by the testee

"in a better way." The rewritten passages are scored on six factors of syntactic maturity. This method is found effective as both an evaluative and diagnostic tool.

113. MONTAGUE, Herbert P. A critical study of the teaching of modern languages to undergraduates in the USA and Great Britain. Marquette University, 1969.

The author alternately adopts historical, critical, descriptive, and proscriptive perspectives in this comparison of the British and American systems of teaching foreign languages. The dynamics of the student/teacher relationship are also examined.

114. MOUGHON, Anne E. An investigation of three methods of college foreign language placement. Ohio State University, 1970.

In a population of 900 entering Tulane University freshmen, three methods of college foreign language placement are compared: (1) determining placement test score cutoffs by analyzing relationships between scores, placement, grades, and skills progress; (2) predicting foreign language grades by means of multiple regression equations; and (3) grouping students with similar foreign language proficiency, using multiple discriminant functions. The second method proves least effective, while the last method, using multiple discriminant functions based on the criterion grouping of skills, grades, and university placement and on four student factors (reading and listening test scores, high school study, and Tulane Scholastic Index) is found most effective.

115. MULLEN, Wahneta M. An appraisal of selected aspects of the undergraduate program of teacher preparation in foreign language at Indiana University. Indiana University, 1972.

Drawing on data from questionnaires sent to graduates, faculty members, and supervising teachers, the program of teacher preparation is appraised. Fourteen recommendations for its improvement are proposed.

116. MULLER, Trinidad V. A comparison of two time spacing arrangements in an elementary school foreign language program. University of California at Berkeley, 1966.

This study tests the hypothesis that two half-hour sessions of instruction and drill are as effective as four 15-minute sessions

in teaching a foreign language to elementary school students at the primary, intermediate, and junior high levels. The evaluation indicates that (1) two half-hour sessions are as effective as four 15-minute sessions in promoting aural comprehension, but not as effective in teaching pronunciation and intonation skills; (2) none of the three grade levels is more amenable to either of the two time spacing arrangements than any other level; and (3) under the conditions of the study, intermediate level students achieve best on all skills tested except for pronunciation, where primary level students excel.

117. MURPHY, Joseph A. The contributions of social studies methodology to foreign language teaching. Ohio State University, 1968.

Two general questions are posed: (1) Can an advanced audiolingual class use social studies methodology to accomplish integrated objectives involving language skill development and thought process development? (2) Is it possible to design a program to incorporate both audiolingual and social science objectives? Affirmative answers to both questions are claimed by the author, who also describes in detail the implementation of such a program and its potential advantages and pitfalls.

118. NESPOR, Helen M. The effect of foreign language learning on expressive productivity in native oral language. University of California at Berkeley, 1969.

Expressive productivity is defined as verbal communication, at a conceptual (rather than merely descriptive) level, of the significant aspects of an object or event. In this research, foreign language learning in grade three is found to increase significantly the amount of the children's expressive productivity in their native oral language.

119. NIXON, Ruth A. The visual adjunct in the audio-lingual approach to the teaching of foreign languages. Florida State University, 1968.

Two hypotheses are tested: (1) students of elementary college Spanish in classes using visual aids will demonstrate superior achievement in the four skills, and (2) those with aptitude below the group median will show proficiency superior to those of similar aptitude in the control group. Under the conditions of the experiment, neither hypothesis is confirmed. Additional findings point to a general superiority among students in the control group and a lack of correlation between aptitude and performance, given the testing instruments.

120. NOLAN, William J. FLES and FLES teacher preparation in Kansas in 1967-1968. University of Kansas, 1968.

Information is solicited through questionnaires in order to identify issues pertinent to the administration and extent of FLES in the state and to the qualifications of its teachers. The collected data indicate a serious lack of statewide uniformity in methodology and teacher preparation.

121. ONETO, Alfred J., Jr. The effect on foreign language skill development of a continuing foreign language program beginning in the elementary grades. Kent State University, 1968.

Evaluation of 913 tenth- through twelfth-graders in a public school system indicates a decided superiority in all four major language skills among continuing FLES students over their non-FLES peers. FLES pupils also demonstrate one- and two-year advantages in terms of visual-graphic and audiolingual skills, respectively. It is further noted that FLES experience influences future decisions regarding foreign language study.

122. OZETE, Oscar. Assessing reading comprehension in Spanish as a foreign language: An information-process approach. Indiana University, 1974.

Several tests derived from an information processing model are used to appraise comprehension both at the apprehension level and at the storage-retrieval level. Subjects vary in level of Spanish instruction and are tested with both easy and difficult materials. Among the investigator's many findings are data suggesting that recall tests do not measure the amount of verbal information stored, but rather the ease with which subjects can retrieve information from memory storage and encode it into language.

123. PACHECO, Manuel T. The role of meaning in the teaching of modern foreign languages. Ohio State University, 1970.

This study joins research findings in the areas of cognitive development and the teaching of meaning with the writer's own theoretical formulations as a point of departure for an analysis of the problems of meaning in second language learning. The author restricts his investigation to three varieties of meaning pertinent to foreign language teaching, viz., situational, lexical, and grammatical meanings. Specific suggestions for pedagogical guidelines, as well as a rationale for the systematic training of students in areas relating to word, sentence, and paragraph meanings, are also supplied.

124. PARENT, Pierre P. Toward the nucleation stage: An investigation of the effectiveness of three methods of teaching reading comprehension in a college course in intermediate French. Pennsylvania State University, 1969.

The three methods tested are: (1) direct reading of the French text with the aid of a glossary, (2) reading with bilingual parallel-column materials, and (3) the second method supplemented with a tape recording of the text. It is found that method (2) facilitates comprehension better than method (1), while the use of the taped text does not appear to enhance comprehension. Low-ability readers are found to benefit most from the bilingual materials.

125. PATTERSON, Dorothy F. An historical, descriptive study of the television teaching of Spanish in the Detroit public schools following the principles of foreign languages in the elementary school (FLES). University of Michigan, 1969.

In this investigation the roles of the television teacher, the classroom teacher, and the producer-director are studied over a seven-year period. The reported findings are based on information gathered by research, personal involvement, interviews, and materials analysis.

126. PEACOCK, Dennis E. Three essays in applied linguistics: Rules of thumb for rules of grammar in foreign-language pedagogy; A pedagogical model of German adjective inflection; Distribution and co-occurence of inflectional affixes in the German noun phrase. Cornell University, 1974.

The first essay deals with the pedagogical unsuitability of many grammatical "rules" and suggests ten criteria for evaluating their utility. The second presents a distinctive-feature approach to German adjective inflection and makes a formal redefinition of "homonymy." The final essay relates the inflection of German adjectives to the inflection of the other constituents of the noun phrase, particularly the limiter.

127. PEASE, David N. Independent study of German and Spanish in high school: An experiment in individualized self-instruction. University of Illinois at Urbana-Champaign, 1970.

This study evaluates the effects of voluntary independent study of a second foreign language (German or Spanish). No

materials especially designed for self-instruction are used, and the planning and execution of the program are carried out by the students themselves. The achievement of these students, as measured by the MLA Coop, is found superior to the norm, even in speaking skills. The author considers such study feasible and rewarding.

128. PHILLIPS, June K. A study of the applicability of task analysis methodology and learning hierarchies to second language reading. Ohio State University, 1974.

In this investigation, task analysis is proven effective in defining learning components for second language reading. The prerequisite subtests are derived from linguistic, psychological, and original research sources and are arranged in a hierarchy based on Gagné's model of learning types. Tangentially, evidence is found to suggest that instruction in reading strategies has been neglected, a deficiency that the author attributes to the conventional emphasis on productive rather than receptive skills.

129. POTTS, Marion H. The effect of French instruction on the reading proficiency and general school achievement of primary-grade children. Pennsylvania State University, 1965.

Two hypotheses are tested: (1) there is no difference in English reading proficiency between primary grade children who have had French instruction (audiolingual, 15 minutes daily) and primary children who have had an equal amount of instruction in a noncognitive activity (dance); and (2) no difference in general school achievement will result. Criteria for evaluating these hypotheses are the CRT and the CAT, respectively. No significant differences are found between the dance and the French groups, either in reading proficiency or in general achievement, suggesting that if interference effects do result from the French instruction, they do not detract from performance in these areas.

130. POWELL, Patricia B. An investigation of selected syntactical and morphological structures in the conversation of secondary students after two years' study of French. Ohio State University, 1973.

This study seeks to determine the kinds of foreign language structures that transfer to conversational situations beyond the classroom. By posing as a French girl, the researcher gathers data in interviews with 223 secondary school students.

It is ascertained that few students have successfully mastered the majority of the material in a two-year course. Recommendations include the systematic correction of student errors in terms of their comprehensibility to native speakers, the reduction of structures presented for active control, and wider opportunities for meaningful oral communication.

131. QUINN, David J. Attitude and verbal participation in second language learning. University of Oregon, 1971.

Among first year college classes in French, German, Spanish, and Italian, the following hypotheses are tested, using a Likert-type attitude scale developed by the writer: (1) the higher the degree of student verbal participation in a foreign language class, the more positive his attitude will be toward speaking the language; (2) females will score higher than males on the attitude scale; (3) high grades will correlate with high attitudes; and (4) students will score higher on the attitude scale where student verbal response has been elicited by a corresponding degree of teacher indirect influence. The last three hypotheses are rejected. The first hypothesis is accepted when the degree of verbal participation is determined for individuals; it is rejected when participation is determined for groups.

132. QUINN, Terence J. Toward a pedagogical grammar of the French tense system: A linguistic analysis of some current teaching materials and guidelines for their improvement. Ohio State University, 1971.

Two audiolingual texts now in their second editions (the A-LM series and the Holt program) are judged in terms of a descriptive analysis of French and English tense systems. Among the deficiencies found in both texts is an underemphasis on conveying the meaning and function of tenses. A concluding section places the problem of inadequate pedagogical grammars in the broader context of current trends in foreign language curricula.

133. QUISENBERRY, James D. The parameters of effective practice in second language learning: Demonstrated in Igbo. Indiana University, 1972.

The author's research points to the desirability of the contextual method over the audiolingual, grammar-translation, and programmed approaches. He also favors a student-centered program which is oriented toward experience and needs. A learner's manual of Igbo is designed to reflect these principles. The manual outlines a program of second language instruction where both teacher and student are learners.

134. RAINEY, Mary C. Language learnings of overseas-experienced American teenagers. Michigan State University, 1971.

From self-reported proficiency ratings of Americans who have resided overseas for one or more years during secondary school, the author delineates the principal factors relevant to the learning of foreign languages in the overseas country. Length of stay, gender roles, intellectual self-concept, and sponsorship of parents are among the factors bearing on language learnings. An auxiliary purpose of the study is the construction of a theory of socialization related to the learning of foreign languages among minor dependents who are undergoing their primary socialization as members of the "third culture" while residing abroad.

135. RENAULD, Leo. An investigation of selected aspects of foreign language teaching in Switzerland with possible applications to the U.S.A. Cornell University, 1970.

Concentrating on nationally accredited Swiss secondary schools of curriculum similar to that of American comprehensive high schools, the study compares objectives, techniques, and achievement in the foreign language instruction of the two countries. The writer's source of information is a series of interviews conducted in Switzerland with English masters. The Swiss experience points to the desirability of (1) undertaking foreign language study soon after mastery of the basic structure of the mother tongue, (2) evaluation by performance rather than by time units of exposure, and (3) residence abroad.

136. ROTHSTEIN, Gerhard H. An experimental study comparing individualized instruction and conventional instruction for classes in beginning college German. University of Georgia, 1973.

In a pilot study and a follow-up study, the investigator seeks to determine the effects of individualized instruction in a continuous progress curriculum on (1) achievement in basic language skills; (2) grade point averages and attrition; (3) attitudes toward materials, methods, German culture, and foreign language study in general; and (4) the correlation between SAT scores and achievement in beginning German. Although differences are found to be insignificant generally, the experimental group proves superior in most cases.

137. RYBERG, Lillian A. A comparative study of small group discussion in the native and target languages. University of Minnesota, 1974.

The purposes of this study are (1) to investigate the dynamics of leaderless group discussion as carried on by students learning a second language, and (2) to compare the discussions in the native and target languages. Berg's Time-Devoted-to-Themes methods are employed to analyze the groups' use of their total time. Students learning a foreign language are found to be able to carry on an effective leaderless task-oriented group discussion.

138. SADLER, Edward J. A model for teacher behavior in Level I audio lingual language programs based on an analysis of current teaching methodology and teacher preparation. University of Nebraska, 1969.

A system for evaluation of teacher performance in audiolingual language programs is constructed by the author and subsequently analyzed and validated by a jury of authorities in the field. It is intended that this system serve as a standardized instrument of instructor evaluation, through which means applicants for teaching positions at the elementary level may be ultimately classified as either "recommended" or "nonrecommended."

139. SADTONO, Eugenius. Javanese diglossia and its pedagogical implications. University of Texas at Austin, 1972.

Three speech levels--Ngoko (nonpolished), Madya (intermediate), and Krama (polished)--are presented as problems for the nonnative speaker, and three plans for their acquisition are put forward. Preparation of teaching materials is also discussed, along with relevant aspects of Javanese culture.

140. SAITTA, Jan H. Predicting success in college undergraduate modern foreign language courses. Texas A & M University, 1973.

The author develops a prognostic instrument based on both cognitive and affective measures which is found to predict as well as the MLAT (20 percent of the variance). The investigator notes that grade point average and foreign language interest are the most powerful predictors in the battery. Also developed are language-specific prediction equations that surpass the percentage of foreign language variance achieved by an equation developed for the MLAT.

141. SANDSTEDT, Lynn A. Multimedia and the teaching of Spanish--An innovation. University of Colorado, 1973.

This dissertation discusses the development and evaluation of a multimedia audiolingual Spanish high school program designed for use in small schools lacking trained foreign language personnel.

142. SAVIGNON, Sandra J. A study of the effect of training in communicative skills as part of a beginning college French course on student attitude and achievement in linguistic and communicative competence. University of Illinois at Urbana-Champaign, 1971.

In a unicultural Midwestern community, students who have received training in communicative acts score significantly higher than control students on tests of communicative competence. However, no significant differences are noted in measures of linguistic achievement, demonstrating the dis tinction between linguistic and communicative competence. No evidence is found to suggest that a program of cultural orientation significantly influences student attitudes or motivation. Among the students sampled, interest in French is apparently a function of successful performance in the French course.

143. SCHERING, Frances Y. An investigation of two foreign language teaching methods in the public high schools of Toledo, Ohio. University of Michigan, 1974.

Designed to replicate Scherer and Wertheimer's 1964 experiment, this study compares the effectiveness of the audiolingual and the grammar-translation methods. The investigator tests achievement in the four skills, with treatment, school type, and sex as principal variables. She concludes that neither method should be used exclusively.

144. SCHROEDER, Hanna E. Vocabulary building in German by derivation. University of Colorado, 1969.

A twofold objective is presented: first, to compile a workable vocabulary list culled from postwar German short stories and useful for second year college or fourth year high school students of German; and second, to demonstrate the possibilities of vocabulary building by affixation (derivation). The author arrives at a high-frequency word list of 2,320 items; derivations are then built from a core of 357 simple (nonprefixed) verbs. The latter figure is raised to 3,833, representing an increase of 1,076 percent and suggesting that a basic vocabulary can be systematically expanded by teaching the principles of derivation.

145. Schulz, Renate W. Discrete-point versus simulated communication testing: A study of the effect of two methods of testing on the development of communicative proficiency in beginning college French classes. Ohio State University, 1974.

This study is designed to investigate (1) the effect of two different testing methods on the development of communicative and linguistic proficiency in French, (2) the relationship of linguistic and communicative proficiency involving all skills, and (3) student preferences of testing methods. The ten-week study involves four classes (N=80) of beginning college French students randomly assigned to the two treatments. It is found that (1) discrete-point linguistic tests are superior to simulated communication tests in developing student awareness of grammatical structures and point to a trend that testing in general has a practice effect which affects achievement; (2) there are significant positive relationships on all discrete-point and simulated communication subtests; and (3) students show a definite preference for communicative testing procedures on oral tests.

146. SELINKER, Larry. A psycholinguistic study of language transfer. Georgetown University, 1966.

From a psycholinguistic perspective, the author attempts to elucidate such questions as what language transfer consists of, what actually is transferred, and what types of transfer are likely to occur. He tests 132 Israeli school children for Hebrew-to-English transfer, analyzed in terms of English and Hebrew norms in specific syntactic domains. The study includes an operational definition of language transfer in terms of any native and foreign language situation and in terms of any linguistic level isolated.

147. SENG, Mark W. Language learning: An application of psychological findings to classroom activities involving media. University of Wisconsin, 1968.

Research conducted on five psychological variables--individual differences, motivation, retention, organization, and evaluation--proves to be of direct relevance to classroom implementation of certain instructional media. The author outlines eight model activities using the overhead projector, the slide projector, and the Teletrainer; suggests variations for meeting different objectives; and summarizes the pertinent psychological considerations.

148. SHAWL, James R. A definition of achievement level II in the control of Spanish syntax. University of Washington, 1968.

The writer formulates a description of Spanish syntax in terms of sets of related syntactic structures and precise explanations of structural relationships. Based on this description, a definition of the standard of learner achievement at level II is presented. The author's conceptualization of Spanish syntactic structures is also seen as a desirable feature in intermediate level pedagogy.

149. SMITH, Sara K. An experimental study of the attitudinal effects of reading culturally-oriented materials in foreign language classes. University of North Carolina at Chapel Hill, 1971.

The principal hypothesis of this investigation is that the reading of culturally oriented materials at the intermediate high school level will effect no positive changes in the attitudes of students toward people of the target culture. A secondary hypothesis states that a pretest on attitudes will not effect a substantial difference in the attitudes of those taking the pretest as compared with the attitudes of those who have not. Both hypotheses are accepted, although more experimentation under different conditions is recommended.

150. SMITH, Wayne H. Linguistic and academic achievement of elementary students studying a foreign language. Colorado State College, 1966.

The investigator tests 120 fourth grade students to determine (1) whether the addition of Spanish to their curriculum affects achievement in reading vocabulary, reading comprehension, language skills, and arithmetic understandings; and (2) whether students at this age are able to make significant progress in the acquisition of a new language. Analysis of the data in this study indicates no interference by the foreign language with achievement in the basic skills (yet at the same time, no transfer effect), and significant progress in terms of oral communication in the foreign language.

151. SMITH, William F. The language laboratory and the electronic classroom: A comparison of their relative contribution to achievement in three languages in the comprehensive high school. Purdue University, 1969.

Achievement as well as interest/motivation and attitude are compared among students in four groups: electronic classroom, broadcast language laboratory, record-playback language lab-

oratory, and control. Significant differences are found favoring the record-playback group above the other groups; the electronic classroom group, however, shows better results in terms of achievement than the broadcast lab and control groups. The author suggests a combination of record-playback and electronic classroom facilities as a means of improving achievement in listening comprehension, reading, and speaking skills.

152. STAGGERS, Donald D. An assessment of the effectiveness of audio-tutorial instruction vs. teacher-led instruction in meeting specified objectives of listening comprehension, reading comprehension, and cultural appreciation in one unit of fourth semester college French. Purdue University, 1974.

While no significant differences in achievement are found between the experimental and control groups, the differences that do exist consistently favor the teacher-led groups over the audio-tutorial groups. No significant interactions between factors of ability and method, or interest and method, are found.

153. STAR, Bonnie S. The evolution of the foreign language methods course from the middle of the nineteenth century to the present time. State University of New York at Buffalo, 1968.

The author traces the rather circular evolution of the foreign language methods course since its informal beginnings in 1877. She also discusses the tendencies, objectives, and innovations of the modern-day methods course.

154. STRAIN, Jeris E. Audio-lingual methodology and pronunciation teaching. University of Michigan, 1965.

A framework is suggested within which teaching methods may be studied and evaluated. Devised primarily for pronunciation teaching, this design may also be applied to grammar and vocabulary teaching. The author implements his framework in the teaching of American English pronunciation to Persian-speaking students, and his results are outlined and evaluated. Included in the study are recommendations for material preparation and classroom teaching procedures.

155. SUPERVIELLE, Alfredo F. The bilingual-bicultural communities and the teaching of foreign languages and cultures in the United States. Florida State University, 1973.

This study makes a reasoned plea for instruction pertaining to the prevalent foreign language and culture in heterogeneous communities. Included are suggestions for the actual implementation of such a plan.

156. SUTTON, Donna K. A feasibility study of individualized foreign language programs in the high schools of the United States. Ohio State University, 1971.

Criteria for judging programs of individual study are determined from questionnaires sent to 15 authorities on foreign language education. These are compared with the identifiable trends and practices in extant programs. The author finds that despite adverse circumstances, individualized instruction is surviving and proving itself feasible as well as decidedly advantageous to students.

157. SZULMAN, Ann B. The historical development of the use of instructional media in the teaching of foreign languages with implications for the improvement of techniques in foreign language teaching. New York University, 1973.

In addition to tracing the use of nonbook materials in foreign language education, the author examines the practical application of a selected multimedia technique in specific situations. Recommendations are put forward as well, including a plea for verisimilitude in the early stages of foreign language learning through the use of pictorial reality, concrete concepts, and question-and-answer exercises.

158. TABA TABAI, Mahmood. A psycholinguistic model for teaching initial reading and writing of Persian as a foreign language to adults. University of California at Berkeley, 1972.

Using random sampling and probability, the author undertakes a quantitative analysis of the orthographic patterns of Persian. A deductive learning method is then proposed, based on the integration of reading and writing skills in conjunction with a systematic acquisition of speech sounds in the early stages of study. The method is tested at the Defense Language Institute; among the findings is the confirmation of the author's proposition that recognition and processing of Persian speech sounds are critical to learning to read and write in the language.

159. TAYLOR, Barry P. Overgeneralization and transfer as learning strategies in second language acquisition. University of Michigan, 1974.

This study examines (1) whether syntactic overgeneralization/oversimplification can account for nontransfer-type errors and (2) whether the level of study in the second language is related to the choice of learning strategies. Error analysis reveals a greater reliance on the transfer strategy among elementary subjects, though these students do not differ significantly from intermediate students in regard to the overgeneralization strategy. Also examined is the notion of interlanguage as an internally consistent linguistic system; since the subjects are found to display seemingly random oscillation between conflicting syntactic rules, the concept of interlanguage as a system is deemed highly suspect. Hypotheses are proposed as to the decision-making process at play in the use of a particular rule in a given situation.

160. TAYLOR, James S. Length of sequence, continuity, and articulation in the teaching of modern foreign languages in Ohio. Ohio State University, 1967.

This investigation reveals inadequate progress in lengthening the sequence of foreign language study in Ohio public schools, as well as gaps in continuity and serious articulation problems. Recommendations are made relative to the extension of sequence, increased percentage of students studying foreign languages, retention of language students in advanced classes, provision of specialist supervision of language programs, uniformity of textbooks and teaching approach, and coordination of the language programs within a district.

161. TAYLOR, M.-Frances. An analysis of the assumptions underlying the testing of reading comprehension in the MLA Cooperative Foreign Language Test, Form LA, Spanish. University of Minnesota, 1972.

A comparison of the respective vocabularies of the reading test and the three most widely used textbooks in beginning Spanish reveals very little overlap of lexical items. It is suggested that similar high-frequency word lists be used by both textbook and test writers to prevent student frustration in standardized reading examinations. Included is an analysis of the interaction among three independent variables: textbook, glossed form of test, and student IQ level.

162. TEICHERT, Herman U. An experimental study using modified individualized instruction in beginning college German. University of Georgia, 1971.

Achievement, attitude, and attrition are assessed in a pilot study using learning packages in a modified continuous progress approach. Fewer failures and dropouts, as well as a favorable attitude, characterize the experimental group; in a follow-up study using revised materials and methods, achievement is significantly increased as well.

163. THOMSEN, Eugene V. Graduate programs in foreign language education in United States universities. University of Texas at Austin, 1970.

This research investigates and evaluates existing graduate programs, including their organization and academic offerings, and presents recommendations for strengthening their contributions. Among the areas examined in foreign language education are applied linguistics, TESOL, and bilingual studies. Proposals are made for an interdisciplinary approach to preparation for professional responsibilities.

164. THOMSON, Fred W. The preparation of secondary school teachers of MFLS in the colleges and universities of Montana. University of Washington, 1973.

Preservice training programs in Montana are examined in the light of current literature, and are analyzed against MLA criteria and the author's own criteria. Attitudes of inservice teachers toward the adequacy of their preparation are also ascertained. Recommendations for improvement and implications for further study are discussed.

165. VEIDT, Frederick P. The effects of dialogue memorization and oral presentation on the ability of students in beginning college Russian to produce analogous verbal responses to controlled stimuli. Purdue University, 1971.

In this investigation, an experimental group in beginning Russian is required to recite dialogues from memory in a conversational exchange; the control group does not recite or memorize dialogues but concentrates on structural and morphological aspects of the exchange. Tested are pronunciation, fluency, and the capacity to adapt structures contained in the dialogues to fit conversational situations. The experimental group is found significantly superior in terms of the last two criteria and displays a slightly higher mean pronunciation score.

166. VINSON, Sharon W. Problems of beginning secondary school teachers of foreign languages with implications for supervision and in-service education. Florida State University, 1969.

Data culled from questionnaires sent to supervisors and first through third year teachers reveal a striking discrepancy between the teachers' and the supervisors' assessments of problems related to foreign language instruction. Differences also exist between first and third year teachers. The author makes several recommendations for the improvement of supervision, inservice training, and teacher preparation.

167. VOCOLO, Joseph M. The effect of foreign language study in the elementary school upon achievement in the same foreign language in high school. State University of New York at Buffalo, 1966.

Using the MLA Cooperative French Test for proficiency evaluation, the author measures achievement in listening, speaking, reading, and writing skills of intermediate level high school pupils with FLES experience against achievement of pupils without this experience. Results indicate a significant positive difference in the FLES group with respect to French listening comprehension, speaking, and writing skills, and equal or better achievement in reading. It is noted that male members of the experimental group tend to make greater gains than the females; at the same time, females of experimental and control groups alike record higher mean scores on the MLA tests.

168. WALL, Lillian A. A pedagogical approach to teaching Spanish. University of Wisconsin, 1969.

Believing that current Spanish language presentations could be improved by presenting a meaningful basis of structures and their relationships to beginning learners, the writer offers a reinterpretation of certain well known problem points such as the teaching of verbs and tenses, the use of the subjunctive, the use of pronoun objects, etc. Also, a new timetable for the presentation of first year Spanish is developed, based on considerations relevant to the learner and how he learns.

169. WELTY, Sam R. The preparation of college and university modern language teachers: The ideal and the actual. Florida State University, 1971.

"Ideal" preparation of college faculty for the teaching of basic levels of foreign language is determined through questionnaires sent to a jury of experts in the field. This is compared

with "actual" preparation as determined through questioning of chairmen of U.S. modern language departments granting the Ph.D. A wide discrepancy between the ideal and the actual is disclosed by the study. Recommendations are proposed by the author.

170. WESTCOTT, Donald B. Personality factors affecting high school students learning a second language. University of Texas at Austin, 1973.

In this study, the emotional experiences of secondary students in beginning foreign languages are systematically monitored throughout a semester. Attitudinal shifts are plotted among students claiming emotional satisfaction or emotional turmoil at the end of this period. Personality differences between these two groups are pinpointed and found to be significant; however, the sum of the variables clumped under the rubric of "personality" do not appear to contribute significantly to the total variance.

171. WHITMAN, Randal L. Interference in language learning: A theory of contrastive analysis with examples from Japanese and English. University of Pennsylvania, 1969.

This study attempts to locate systematically sources of interference between two languages; the author's investigative tool is a personal system of linguistic analysis which derives from the contrasting of abstract linguistic criteria. In addition to a presentation of the theoretical problem and solution, 17 examples of Japanese-English contrasts are provided for further elucidation of the system.

172. WIPF, Joseph A. An investigation of elementary school students' ability to imitate selected sound features of German. Ohio State University, 1971.

Students from kindergarten to grade six are tested to identify the relationship between grade level and ability to imitate German sounds. Imitative ability is found to be in direct proportion to grade level. The author points out the hazards of generalizing from the findings, however, as the imitative task is dependent on a variety of other factors, such as acoustic perception, coding, and memory.

173. WOLOSHIN, David J. Causes of unsuccessful continuation of foreign language study from high school to college. University of Arizona, 1968.

Questionnaires sent to Arizona high school foreign language teachers, University of Arizona instructors, and university foreign language students in elementary or intermediate level courses reveal several factors contributing to unsuccessful continuation of foreign language study from high school to college: (1) university policy of permitting students with an excess of entrance credit to repeat for credit high school foreign language study, (2) poor high school preparation, (3) lack of agreement among teachers as to the objectives and methods of foreign language study, and (4) interruption in language study between high school and college. The study also notes that many of the problems of articulation between high schools and colleges exist because of a lack of attention to these issues on the part of teachers and administrators at both levels.

174. YATVIN, Joanne G. A study of foreign language teaching in selected schools of Belgium, Germany, and the Netherlands. University of Wisconsin, 1974.

The areas under investigation in this thesis include study sequences, attitudes, textbooks, classroom methods, and trends in foreign language education. The researcher's evidence points to a high level of motivation in the European classrooms and a corresponding high level of effectiveness of instruction.

175. YOM, Byong-Hee L. Constituents as acquisitional units of an unknown language. University of Houston, 1974.

In this experiment, three groups of English monolingual subjects listen to 18 repetitions of a story into which Korean segments are gradually substituted for corresponding English segments. For the three groups, the segments substituted are either words, constituents, or sentences. Only the group that has heard Korean constituents is able to respond in a nonrandom fashion to unfamiliar sentences containing Korean vocabulary excerpted from the story, suggesting the superiority of constituents as a mode of presentation in new language learning.

176. YOUNG, Hugh H. An experiment with programmed reading materials in beginning college French. University of Georgia, 1967.

An illustrated programmed French reader designed for students in the second term of beginning college French is found to be as effective as a comparable nonprogrammed text in training students in the reading and writing skills. Though the programmed text demonstrates no significant advantages in terms of reduction of study time, study of the text outside the classroom proves useful as an adjunct to the normal homework assignment.

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